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Introduction

Nebraska's educators, like those across the nation, are faced with increasingly diverse classrooms. Although prepared and endorsed to teach in specific content areas, such as business education, individual teachers are now responsible for simultaneously teaching students with a wide range of academic ability. A typical classroom may include high ability learners, students with verified disabilities, students with Limited English Proficiency, and everyone in the middle.

You, as a teacher, are committed to helping each student reach his/her fullest potential. To facilitate this endeavor, in June 1997, individuals in Nebraska's education community met to develop this supplement to the initial *Nebraska K-12 Business Education Framework*. It is their desire to reach out to you and share practical instructional ideas that work. While these pages cannot replace on-site, locally designed professional development, the suggestions included in this document may validate your current successful practices, and in the pursuit of continuous improvement, encourage you to add some new or additional instructional strategies to your repertoire.

As you integrate these sample strategies into your instructional setting, feel free to modify/adapt them to enhance effectiveness. This manual offers a starting point for your instructional planning; however, you are the expert who knows your students, school, and community best and can provide the personal ingredient that transforms the science of pedagogy into the art of pedagogy.

Recognizing it takes time to develop new instructional activities and courage to try new things, be assured the sample strategies offered have been found to benefit a wide range of students and are easy for teachers to utilize. The strategies maintain the integrity of instructional objectives rather than watering down the curriculum and require a reasonable amount of preparation.

Most diverse learning needs can be met in the general classroom when two guidelines are kept in mind by the classroom teacher: (1) Student performance is the result of interaction between the student and the instructional environment and (2) teachers can reasonably accommodate most student needs after analyzing student learning needs and the demands of the instructional environment. In fact, the adaptations made for a specific student's learning needs may be beneficial to many other students in the same classroom. Adaptations are often simply good teaching techniques put to use.

Marilyn Friend of Indiana University suggests a seven-step approach to considering adaptations for meeting diverse learning needs in a strategy she calls **INCLUDE**. They are:

- STEP 1:** Identify classroom environmental, curricular, and instructional demands.
- STEP 2:** Note student strengths and needs.
- STEP 3:** Check for potential areas of student success.
- STEP 4:** Look for potential problem areas.
- STEP 5:** Use information gathered to brainstorm instructional adaptations.
- STEP 6:** Decide which adaptations to implement.
- STEP 7:** Evaluate student progress.

A distinction should be made that an **adaptation** assumes that the anticipated student outcome from the lesson is not changed or altered. Changing the lesson's intended outcome to meet specific student needs results in a **modification** in the lesson, not an adaptation in the teaching of the lesson.

Adaptations should be kept simple. Some may require the added support of special education teachers or gifted coordinators to enhance the lesson. Many can encourage a direction for further team or individual staff development.

On the following pages, you will find suggested teaching strategies, sample classroom activities utilizing many of the strategies, reference and resource materials, and training and staff development resources. These are samples and examples of what teachers can use effectively to benefit **all** students in their classrooms. These suggestions:

- encourage increased partnerships with specialists, regular classroom teachers, and staff developers toward better meeting academic diversity in the regular classroom setting.
- increase awareness of specialized student learning needs.
- expand classroom teachers' abilities to meet student needs in a time of more limited resources.
- encourage teachers to seek further training in specific strategies and techniques.

We are indebted to the efforts of the teams of educators who compiled these materials. We invite you to read through these materials, talk with other teachers, and seek the assistance of your district's specialists to utilize these strategies and activities with the *Nebraska K–12 Business Education Framework*.

Thank you for exploring *Teaching Strategies for Enhancing Curriculum*. We hope it serves as a valuable resource to you and your colleagues as you work to improve instruction in your school. We appreciate the important job you do in preparing students to lead productive lives as adults in our communities.

Acknowledgments

Recognition and appreciation are extended to the many teachers, administrators, curriculum supervisors, the Learning Links Network, and the Nebraska Department of Education (NDE) who have provided valuable contributions to this new section of the *Nebraska K-12 Business Education Framework*. Special thanks is extended to Lincoln Public Schools for the use of their facilities and to the following presenters: Lynette Block, ESU 6; Donna Flood, ESU 3; Kathryn Kruse, Nebraska Assistive Technology Project; and Nancy Rowch, NDE.

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General Classroom Tips for Meeting Diverse Learning Needs

Selecting and using the following approaches will add variety to classroom teaching and, more importantly, will assist a wide variety of learners within the classroom toward mastering the concepts of a lesson.

- Relate learning activities to personal real-life skills and experiences.
- Limit expectations to two or three well developed concepts per unit.
- Use projects rather than traditional testing for evaluation.
- Concentrate on student strengths and bring those strengths into the lesson.
- Use concise written and oral directions.
- Use short answers rather than long essay.
- Create small group activities.
- Provide lecture outlines.
- Pre-teach concept vocabulary.
- Use pre-reading clues.
- Use pictures, concept mapping, webbing, and graphic organizers.
- Be aware of academic levels so that reading, vocabulary, and other issues can be addressed.
- Model assignment expectations by showing an example of the product.
- Use multiple intelligences approaches to teaching the same lessons.

Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

The following suggestions are grouped to be more useful with specific learning needs, but are beneficial to many other students in the same classroom.

To ensure student success with reading. . .

- allow partner reading.
- use peer tutoring.
- provide audio-taped materials (text or study guides).
- provide advanced organizers when showing videos.
- use computer programs or games.
- allow students to quietly read aloud (sub-vocalization).
- teach self-questioning.
- paraphrase key points and/or have students paraphrase key points.
- summarize key points and/or have students summarize key points.
- use graphic organizers.
- sequence key points.
- identify main ideas.
- identify 5 W's—who, what, when, where, why.
- allow highlighting of texts, passages, key words, or concepts.
- preview units, chapters, etc.
- use visual imagery.
- use pre-reading and post-reading activities to pre-teach or reinforce main ideas.
- explain idioms that appear in reading passages.
- allow silent pre-reading.

- use a preparatory set—talk through what a reading passage is about using and emphasizing new vocabulary and concepts.
- use before, during, and after reading strategies; e.g., before: preview questions; during: pausing to reflect; after: self-evaluation, summary.

To ensure student success with writing. . .

- dictate ideas to peers.
- shorten writing assignments.
- require lists instead of sentences.
- use sticky notes for organization.
- provide notetakers.
- allow student to use a tape recorder to dictate writing.
- allow student to use computer for outlining, word processing, spelling, and grammar check.
- provide fill-in-the-blank form for notetaking.
- allow visual representation of ideas.
- allow collaborative writing.
- provide a structure for the writing.
- provide a model of writing.
- use a flow chart for writing ideas before the student writes.
- narrow the choice of topics.
- grade on the basis of content—do not penalize for errors in mechanics and grammar.
- allow use of different writing utensils and paper.
- allow choices of manuscript, cursive, keyboarding.
- allow different positions of writing paper and/or surfaces.
- brainstorm a word bank of possible words that would be needed prior to writing activity.

To ensure student success with speaking. . .

- give sentence starters.
- use visuals.
- use graphic organizers to organize ideas and relationships.
- allow extra response time for processing.
- say student's name, then state question.
- use cues and prompts to help student know when to speak.
- use partners.
- phrase questions with choices embedded in them.
- use choral reading or speaking.
- use rhythm or music.
- allow practice opportunities for speaking.
- practice role-playing activities.

To ensure student success with attending. . .

- use preferential seating.
- use proximity to measure on-task behavior.
- provide opportunities for movement within a lesson.
- use self-monitoring strategies.
- provide a structure for organization.
- help the student set and monitor personal goals.
- provide alternative work areas.
- decrease distractions.

- use active learning to increase opportunities for student participation.
- provide opportunities to change tasks or activities more frequently.
- break tasks into the smallest possible sections.
- provide reminder cues or prompts.
- use private signal to cue appropriate behavior for more difficult times.
- teach skills of independence, e.g., paying attention.
- provide definite purpose and expectations, especially during unstructured activities.
- prepare the student for changes in routine.
- use computers.
- use graphic organizers.
- reduce assignment length.

To ensure student success with hearing-impaired learners. . .

- provide preferential seating.
- use visual cues (overheads, drawings, maps, demonstrations, visual samples of new vocabulary).
- face student directly when speaking.
- emphasize key points; don't "information overload."
- repeat or rephrase what other students say (hearing what other students say often is difficult for hearing-impaired students).
- highlight texts/study guides.
- provide notetaking assistance during lectures to allow hearing-impaired student to concentrate on the teacher.
- use peer tutoring.
- use study sheets to organize information.
- pre-teach vocabulary.
- use captioned videos, films, etc.
- show videos or visuals before presenting information to provide a knowledge base for students.
- use alternative testing methods.
- minimize background noise.
- simplify vocabulary.
- use pre-printed outlines of materials.

To ensure student success with visually-impaired learners. . .

- describe what you are doing.
- provide preferential seating.
- provide material in large or braille print.
- use audio-taped books.
- be aware of lighting requirements.
- use black-on-white printed handouts.
- use tactual materials to represent concepts; contact a vision consultant to assist with the design.
- stand away from window glare when talking to the student.
- give student an individual copy of visual information presented to the group.
- allow extra time to complete tasks.

To ensure student success with following classroom rules. . .

- teach rules and expectations.
- model and role play situations.
- post rules and expectations.
- teach skills of independence.
- be consistent.
- use proximity.
- have students set personal goals.
- use self-monitoring strategies.
- use positive correction prompts.
- teach the use of positive and negative consequences.

To ensure student success with understanding new concepts. . .

- pre-teach new concepts.
- identify priority learning from less important material.
- provide adequate time.
- provide meaningful practice, review, and repetition.
- connect previous learning to new information.
- use multiple means of learning the same material (visual, auditory, tactile).
- have students set personal goals.
- use flow charts.
- use multiple intelligences information to deliver material in a variety of ways.
- use peer tutors.
- use cooperative learning and small groups.
- provide cues.

To ensure student success with retaining and retrieving information. . .

- use multi-modalities (visual, auditory, tactile) to teach the same concept.
- teach vocabulary in context.
- use cues, prompts.
- use graphic organizers.
- use frequent repetition of key points.
- break down instructional units into smaller steps.
- show relationships among concepts through graphs, outlines, and webbing.
- highlight important information.
- use color-coding to show concepts and relationships.
- use peer tutors.
- teach mnemonics as a memory tool.
- teach visual imagery.
- use rhythm, music, and movement.
- use lists.
- use matrix to organize information; allow students to construct matrices.
- use pictographs.

To ensure student success with representing new learning in assessment. . .

- use of variety of authentic assessments.
- teach test-taking strategies.
- teach the format of an upcoming test.
- allow adequate time for test taking.
- allow paper-pencil tests to be taken in a different space.
- allow a variety of ways to respond, e.g., orally, pictorially, tape-recording, etc.
- establish criteria and expectations prior to instruction.
- give choices.
- assess learning continuously over time, not just at the end of a unit of study.
- use rubrics.
- use self-assessment tools.

To ensure student success with motor skills/mobility/posture maintenance/manipulation of materials. . .

- use easy-to-handle concrete examples and models.
- provide adaptive equipment.
- position materials for easy access and individual use.
- allow different postures.
- allow adequate time for manipulation of materials.
- allow alternatives to writing.
- be aware of the impacts of room arrangement.
- be aware of the impacts of the physical positioning of the individual.
- use peer tutors.
- use physical cues.
- use bold outlines on maps and charts.
- be aware of tasks that require eye movement from one plane to another.
- be aware of the student level of fatigue.
- position all participants at the same eye level during small group discussion.

To ensure student success with organizing. . .

- use graphic organizers.
- use semantic mapping.
- use planners and calendars.
- teach time-management skills.
- post sequence of events.
- teach use of folders and notebooks.
- teach how to clean desk or locker.
- use assignment sheets.
- model how to think aloud when organizing a certain project.
- allow students to brainstorm and prioritize the important parts of a project or assignment.

To ensure success with high ability learners. . .

- allow for choice within assignments and projects.
- use compacting.
- allow students to make plans for independent learning.
- use theory of multiple intelligences.
- provide mentoring or apprenticeship with professionals.
- teach entrepreneurship.
- allow tutoring/peer coach.
- use Socratic questioning.
- use tiered assignments that are more complex or abstract.
- use critical and creative questioning strategies.
- use interdisciplinary units.
- use flexible grouping.
- use graphic organizers.
- use modalities.
- use internships.
- use school-to-work opportunities.
- utilize early entrance into college-level courses.

Terminology

<i>Assessment:</i>	Process of gathering information to monitor progress and make educational decisions.
<i>Compacting:</i>	Streamlining work that may be mastered at a pace appropriate to student ability.
<i>Concept Diagram:</i>	Specific type of graphic organizer used to present important but difficult concepts through definitions, characteristics, and examples.
<i>Concept Map:</i>	Graphic organizer showing relationships among concepts of instruction as well as characteristics of the concept.
<i>Cooperative Learning:</i>	Student-centered instructional approach in which students work in small mixed-ability groups with a shared learning goal.
<i>Disability:</i>	Condition characterized by a physical, cognitive, psychological, or social difficulty so severe that it negatively affects student learning. In the Americans With Disabilities Act, a disability is defined as a condition that limits some major life activity. Demonstrated ability for above average in one or several areas, including ability, leadership, specific academic subjects, creativity, athletics, or the visual or performing arts.
<i>ESL:</i>	English as a Second Language—A program designed to teach English to LEP (Limited English Proficient) students. The ESL teacher is trained in second language acquisition techniques and does not have to speak the language of the LEP students.
<i>Graphic Organizer:</i>	Visual format that helps students to organize their understanding of information being presented or read and the relationships between various parts of the information.
<i>Inclusion:</i>	The provision of educational services for students with disabilities in schools with nondisabled peers, in age-appropriate general education classes under the direct supervision of general education teachers, with special education support and assistance as determined through the individualized educational planning process.
<i>Inclusive Education Practices:</i>	The belief and practice of including and educating all children in their neighborhood school within the general education program.
<i>L1 - First language:</i>	Denotes the home (or first) language learned by a student.
<i>L2 - Second language:</i>	Denotes the second (or subsequent) language(s) learned by a student.

<i>LEP:</i>	Limited English Proficient—A student whose native language is other than English or comes from an environment where a language other than English is dominant. This student has difficulty speaking, reading, writing, or understanding English to learn successfully in the classroom.
<i>Mainstreaming:</i>	A special education term that refers to the concept of academic integration, which serves children with disabilities within the general school program with support services and personnel, rather than placing children in self-contained special classes.
<i>Mnemonics:</i>	A device or code used to assist memory by imposing an order on the information to be remembered.
<i>Multiple Intelligences:</i>	Concept proposed by Howard Gardner (1993) that suggests there are seven types of intelligences.
<i>Rubric:</i>	An assessment tool listing expected student accomplishments and a corresponding score for each area.
<i>Semantic Mapping:</i>	A process to develop an internal structured framework for thinking about relationships in concepts by developing word association maps.
<i>Self-Questioning:</i>	Strategy in which students are taught to guide their performance by asking themselves relevant questions.

Accounting—Payroll

Strategy: Color-coding, VOCAB, and check points

Performance Standard: Accounting Principles—Students will understand accounting principles and procedures. They will demonstrate competency by preparing, maintaining, and interpreting accounting records.

Supporting Performance Standards: Finance, Business Computations

Instructional Content: Payroll—apply payroll theory and procedures

Intended Student Level: Secondary level

Outcomes: Define and identify payroll accounting terminology through the use of VOCAB, flash cards, Bingo, and Jeopardy games.

Calculate gross earnings (e.g., time cards—salary, hourly rate, commission, or production) utilizing a ten-key keypad and check-point numbers.

Calculate payroll withholdings (state, federal, FICA, etc.), other deductions (savings bonds, insurance, dues, etc.) and net earnings using a color-coded, column-labeled journal and check-point numbers.

Complete payroll register and record information to the individual earnings record using labeled columns and check-point numbers.

Prepare payroll checks.

Connecting Curricular Areas: Math, School-to-Work Program, Family and Consumer Sciences, and Agriculture Education

Procedures:

- Study terminology and processes.
- Prepare time cards.
- Transfer data from time cards to payroll register.
- Calculate gross earnings.
- Calculate and complete deduction section.
- Figure net pay (take-home).
- Transfer information from the payroll register to the individual earnings records.
- Prepare payroll checks.
- Assess outcomes based on accuracy.

Teacher Tips:

- Use VOCAB Routine. (See sample)
- Use computer technology—text-related software and tutorials, spreadsheets, and databases.
- Utilize flash cards.
- Use Bingo and Jeopardy games using terms.

- Use a graphic organizer—visual chart for unit sequencing and timeline.
- Use webbing to show payroll processes.
- Use a color-coded journal—color-code the sections of the payroll register to ensure spot checking accuracy and transfer of information. (See sample)
- Label the payroll journal columns, using A-B-C-D, etc. for spot checking. (See sample)
- Conduct spot checks using labeled check points of each individual payroll process and also each individual payroll register division according to labels, A-B-C-D, etc. (See sample)
- Use cooperative learning, group input, and discussion to spot check accuracy.
- Incorporate work-study, job shadowing, and guest speakers.
- Utilize student tutoring—second-year students may tutor first-year students.
- Allow for oral testing.

This unit could be a part of an honors/college credit second-year accounting course. The course could also be articulated with the high school and a postsecondary institution, with dual credit given to the student for high school second-year accounting and for the Accounting I course at the respective postsecondary college.

Resources:

Accounting texts

Internet

VOCAB Routine

This routine can be used as a review or evaluation tool with any list of related vocabulary, concepts, or terms with any topic, in any subject area, and at any level.

1. Have students write vocabulary terms on small note cards (or small pieces of paper), one to a card.
2. Instruct students to arrange card on a flat surface in any arrangement or diagram that makes sense to them. **Do NOT give students an example!!**
3. Have students explain to a partner or small group why they put the cards in the arrangement they did and how the terms relate to that diagram.
4. Allow students to make changes to their diagram, if they wish.
5. Have students individually explain their diagram to the teacher, paraeducator, or another adult.
6. Have students keep cards for future review. Additional terms can be added at a later time to expand their diagrams.

This activity can also be done as a group activity where members of the group would have to agree upon the arrangement and reach group consensus about the relationship of the terms to each other.

Adapted from VOCAB Routine developed by University of Kansas Center for Research on Learning, 7/94.

TIME CARD

EMPLOYEE NO.. _____							
NAME _____							
PERIOD ENDING _____							
MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:59	12:01	12:56	5:01				
7:57	12:02	12:57	5:02				
7:56	12:01	12:58	5:04	7:01	8:02		
8:02	12:04	1:01	5:05				
7:56	12:03	12:59	5:00				
REGULAR		HOURS		RATE		AMOUNT	
				8.40			
OVERTIME							
TOTAL HOURS		A				B	

Color Coding: The different sections are shaded to help students see the progression of payroll numbers from one business form to another.

Check Points: Students would check with the teacher for correct totals. These are labeled with CAPITAL LETTERS.

PAYROLL REGISTER

Semi-Monthly Period Ended _____

Date of Payment _____

				EARNINGS			DEDUCTIONS						
Emp. No.	Employee's Name	Marital Status	No. of Allowances	Regular	Overtime	Total	Federal Income Tax	FICA Tax	Health Insurance	Other	Total Deductions	Net Pay	Ck. No.
	TOTALS					C					D	E	

Color Coding: The different sections are shaded to help students see the progression of payroll numbers from one business form to another.

Check Points: Students would check with the teacher for correct totals. These are labeled with CAPITAL LETTERS.

RATE OF PAY _____ **PER HR.** **SOCIAL SECURITY NO.** _____ **POSITION** _____

Color Coding: The different sections are shaded to help students see the progression of payroll numbers from one business form to another.

Check Points: Students would check with the teacher for correct totals. These are labeled with CAPITAL LETTERS.

PAYROLL REGISTER

Semi-Monthly Period Ended _____

Date of Payment _____

				EARNINGS			DEDUCTIONS						
Emp. No.	Employee's Name	Marital Status	No. of Allowances	Regular	Overtime	Total	Federal Income Tax	FICA Tax	Health Insurance	Other	Total Deductions	Net Pay	Ck. No.
	TOTALS					C					D	E	

Color Coding: The different sections are shaded to help students see the progression of payroll numbers from one business form to another.

Check Points: Students would check with the teacher for correct totals. These are labeled with CAPITAL LETTERS.

Career Shadowing

Strategy: Graphic organizer (See sample)

Performance Standard: Career Preparation and Job Acquisition—Students will understand career preparation and job acquisition skills required for employment, professional growth, and employment transitions in their chosen fields. They will demonstrate competency by matching skills and aptitudes for occupations, exploring career options, and applying job acquisition skills.

Supporting Performance Standards: Communications, Technology Operations

Instructional Content: Career Exploration, Career Interest, Career Qualifications, Career Research, Interpersonal Skills, Job Survey, Goal Setting, Workplace Learning, Interest and Aptitude Assessments, Communications, Listening, Presentations, Telephone Communications, Writing, Technology, Correspondence, and Applications

Intended Student Level: Secondary level

Outcomes: Complete graphic organizer (see sample), participate in a job shadowing experience, complete a portfolio, and deliver a multimedia class presentation.

Connecting Curricular Areas: English, Language Arts, Speech, Computer Technology, all areas of Vocational Education, and Career Exploration

Procedures:

- Complete unit plan as a large group using graphic organizer with both teacher and student input. (See sample)
- Provide vocabulary list if needed.
- Research international job skills.
- Provide adaptive equipment for physically handicapped.
- Incorporate timeline with unit plan and require students to organize material in a student portfolio and complete a journal.
- Provide mini lessons for each component of the unit plan.
- Determine an evaluation procedure using student input with consideration for diverse learners to include, but not limited to rubric, point system, self-evaluation, checklist, teacher evaluation, self-evaluation, and peer evaluation.

Teacher Tips:

- Career Research—use job systems available at school, access Internet, obtain input from guidance counselor, research library, construct picture collages, consider gender equity issues (guest speaker), compile list of traditional and nontraditional jobs, use *Enter In* videotapes available from all educational service units (ESU's), provide study guides, and use peer partners.
- Communications—role play telephone skills, and complete written communication (using models).
- Career Selection—compile list of community resources, complete interest inventories available through school guidance counselors, and list 3-5 possible jobs to explore.

- Site Visitation—use peer partners and checklist of skills, practice observation skills, brainstorm questions for questionnaire, complete time schedules, complete permission forms, pre-shadow to introduce student to employer, role play appropriate social skills used during shadowing, arrange appropriate transportation for students, and provide tape recorder for some students for interview if necessary.
- Presentation—determine the audience, use multimedia, posters, video, oral report, and written report.

Resources:

Enter In video tapes at ESU

Internet

Occupation Outlook Handbook

Guest speakers

Career World Magazine and other periodicals

The Unit Organizer

Bigger Picture

Name _____

Date _____

<div>② Last Unit /Experience (May vary)</div>		<div>① Current Unit Career Exploration</div>		<div>③ Next Unit /Experience Job Acquisition</div>	
<div>⑧ Unit Schedule</div>		<div>⑤ Unit Map</div> <div>Is about ...</div> <div><div>Job Shadowing</div><div><div>Career Research</div><div>Types of Jobs</div><div>Future Outlook</div><div>Job Requirements</div></div><div><div>Career Selection</div><div>Interests</div><div>Aptitudes</div><div>Community Resources</div></div><div><div>Communication</div><div>Scheduling</div><div>Letters</div><div>Request</div><div>Thanks</div></div><div><div>Site Visitation</div><div>Accompany Employee</div><div>Analyze Job Skills</div><div>Evaluate Personal Strengths and Needs</div><div>Develop Individual Training Plan</div></div><div><div>Class Presentation</div></div></div>			

The Unit Organizer

Bigger Picture

Name _____
Date _____

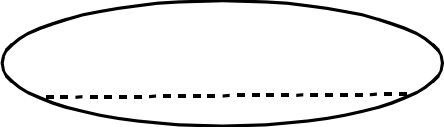
LAST UNIT/Experience (May vary)		CURRENT UNIT	NEXT UNIT/Experience	
UNIT SCHEDULE		UNIT MAP		
Date				
Date				
Date				
Date				
Date				
Unit Self-Test Questions			Examples	Unit Relationships
			Importance	
			Comparing/ Contrasting	

The Unit Organizer

Bigger Picture

Name _____

Date _____

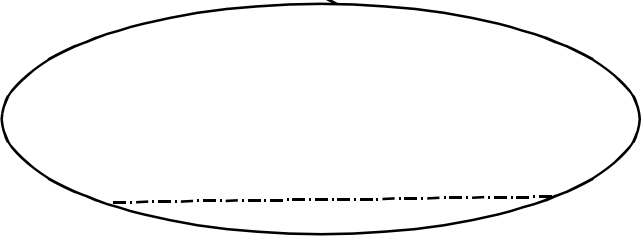
<div>② Last Unit /Experience (May vary)</div>		<div>① Current Unit</div>	<div>③ Next Unit /Experience</div>
<div>⑧ Unit Schedule</div>		<div>⑤ Unit Map</div> <div>Is about</div> 	
<div>⑦ Unit Self-Test Questions</div>			

The Unit Organizer

Name _____
Date _____

Expanded Unit Map

Is about



New Unit Self-Test Questions

WORKSHEET

Name _____

- Describe the goal you want to achieve. Be specific (mastery level).

- Describe the timeline or deadline you have set. Be specific (one week, one month).

- List and describe the obstacles in your way to achieving the goal.

- List support person/resource available for you. Be specific.

- Describe rewards available if you accomplish the goal.

- Evaluate your progress at a designated time.

Communications

Strategy: K-W-L (Know, Want To Know, Learn)

Performance Standard: Communications—Students will understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups.

Supporting Performance Standards: Keyboarding, Technology Operations

Instructional Content:

Proofreading—edit and correct text for grammatical/spelling errors not identified through spell/grammar checking software programs

Presentations—research, compose, and orally present information for a variety of situations utilizing appropriate technology

Reading—read to interpret directions and acquire knowledge

Technology—use appropriate forms of technology for communications

Writing—utilize writing skills in notetaking, composition, and daily activities

Intended Student Level: Middle level

Outcomes: Each student will have a completed report in the form of his/her choice (oral, written, multimedia).

Connecting Curricular Areas: All curriculum areas

Procedures:

- Model a lesson using the K-W-L model. (See sample)
- Through the use of brainstorming (or another method), student chooses topic.
- Assist students as they use their K-W-L worksheets or the topic webs to do the research. (See sample)
- Arrange students in teams for peer editing before final presentation.
- Assist students as they organize their presentation.
- Develop assessment tools using teacher, peer, and self.

Teacher Tips:

- Utilize a topic web for additional assistance. (See sample)
- Provide students with schedules to plan daily and weekly deadlines.
- Provide students with K-W-L charts.
- Post a model of K-W-L in the classroom.
- Use peer partners for students needing assistance.
- Use sentence starters if needed.
- Use visuals on the K-W-L chart.
- Assist in the use of multimedia.

Resources:

K-W-L worksheet

K-W-L directions

Topic web

K-W-L Directions

K-W-L is a strategy that focuses on what students already know about a topic (K), what they want to learn about it (W), and after reading and/or participating in a lesson, what they learned about it (L). Prior to the lesson, provide students with a worksheet, or simply have them draw three columns on a sheet of paper. At the top of the columns write K-W-L, one letter per column. The students fill out the first two columns of the sheet (K-W) before the lesson begins and the third column (L) when the lesson is complete.

This procedure can be completed individually, in small groups, or with a whole class. An effective way to use K-W-L is to allow students to record their own thoughts first, then move into small or large group discussion. The purpose of this approach is to provide students with a structured opportunity to think and evaluate their knowledge on a particular topic or issue.

Information gained from the W (want to know) column provides you information to tailor your instruction to meet the interest levels or knowledge gaps of your students. Completing the L (what learned) column serves as a quick evaluation of students' understanding and learning of the content delivered. Plan for following up and/or reteaching if necessary.

Adapted from: Olgle, D. (1986).

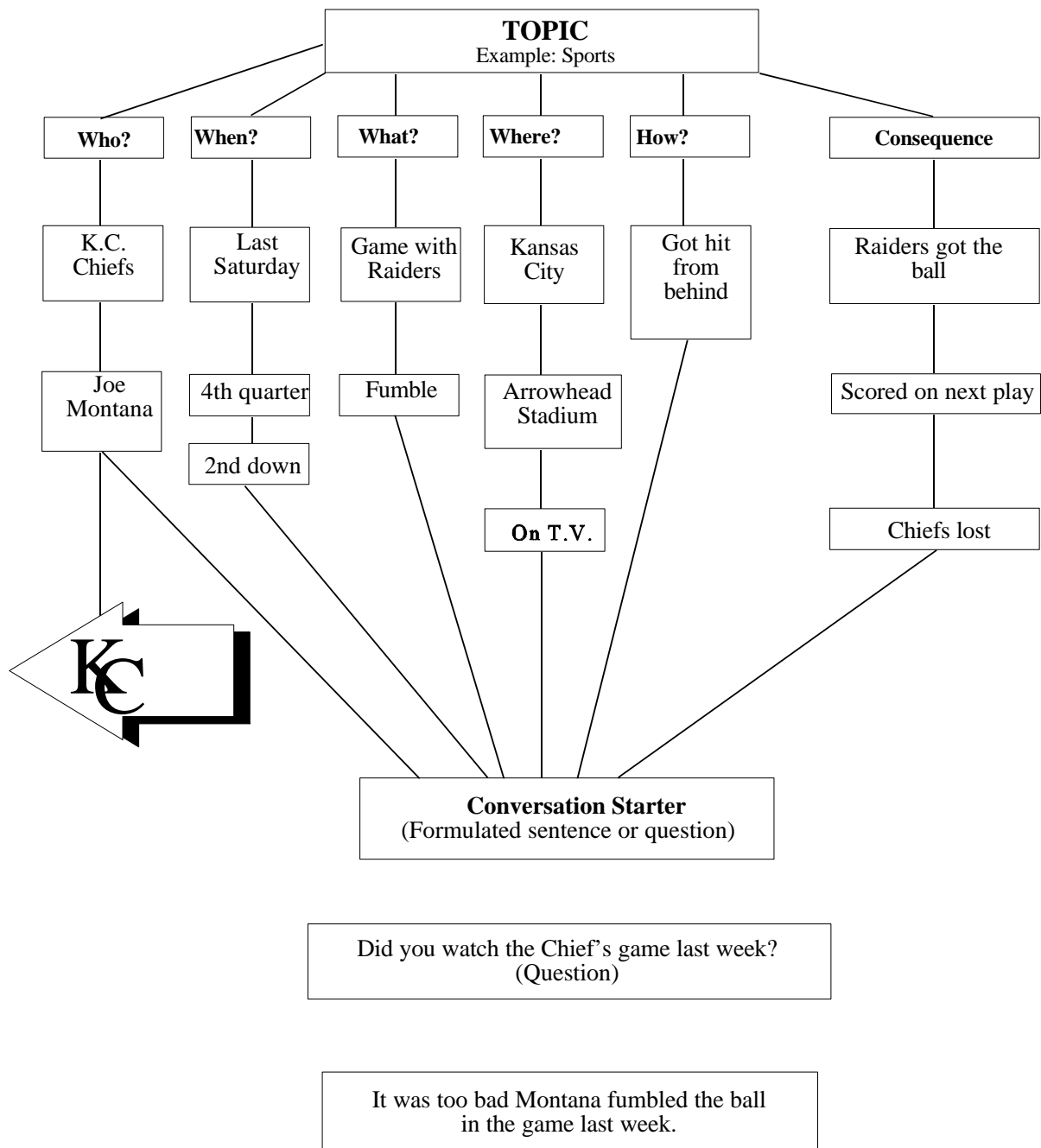
KWL Chart

What We <u>K</u> now	What We <u>W</u> ant to Find Out	What We <u>L</u> earned

KWL Chart (example)

What We <u>K</u> now	What We <u>W</u> ant to Find Out	What We <u>L</u> earned
There are different parts of speech.	How to correctly use each part of speech in sentences.	Parts of speech are like a paint palette from which you can create interesting sentences.

Topic Web



*Picture symbols can also be used when organizing the information.

Taken from:
Lesson Plans and Modifications for Inclusion and Collaborative Classrooms

Computer Applications—Integrated Projects

Strategy: Graphic organizer and assessment rubric

Performance Standard: Technology Operations—Students will understand the operation, application, and function of computers and related technology in a constantly changing global society. They will demonstrate competency by creating, accessing, manipulating, and analyzing information.

Supporting Performance Standards: Systems and Implementation, Technology Issues and Concerns, Telecommunications

Instructional Content: Applications—utilize and integrate a variety of software applications including word processing, database, spreadsheet, communications, multimedia, authoring, desktop publishing, and presentation software

Intended Student Level: Secondary level

Outcomes: Design a mailable letter and brochure for all junior parents/guardians promoting post-prom activities.

Connecting Curricular Areas: Reading, Writing, Internet Applications, Desktop Publishing, and Math

Procedures:

- Review basic word processing, database, and spreadsheet applications. Ask students to bring in samples of brochures that have been sent to their homes. Share a variety of brochures. Pick “Top 10” Brochures. Pre-teach vocabulary dealing with post-prom and brochure writing. Teach students the correct way to create a brochure by creating one together as a class.
- Demonstrate the integration of database, spreadsheet, word processing, and desktop publishing into one document (brochure). Create a letter to parent/guardian explaining brochure and the parent’s involvement. Create a spreadsheet or database based on the information from the Internet. Use a database to mail merge addresses for mailing the letters. Use a calendar or graphic organizer to break this activity into pieces by having the students determine deadlines. (See sample)
- Use a rubric for assessment of brochure. (See sample)
- Give a group grade on the brochure. Individual grades may be given to coincide with deadlines and teamwork.
- Other options—Have students create HyperCard/PowerPoint presentations to be used at post-prom or for a presentation to parents/guardians and/or the Chamber of Commerce.

Teacher Tips:

- Have students surf the Internet and find out how other schools prepare for post-prom, (e.g., committees, costs, fundraisers, preparation time, themes, student attendance at post-prom).
- Use cooperative groups.

- Use a wide variety of activities or approaches that appeal to various learning modalities.
This is a great activity to let the students “shine” in their area of strength. (See the Multiple Intelligences checklist and strategies in the resource section)
- Allow for peer tutoring.
- Be cognitive of student’s strengths when selecting students for group work.

Resources:

Multiple intelligences approaches (See resource section)

Access other schools through Internet

Mailing list from administrative office

The Unit Organizer

④ Bigger Picture

Name _____

Date _____

② Last Unit /Experience		① Current Unit Post-Prom Letter and Brochure		③ Next Unit /Experience	
⑧ Unit Schedule		⑤ Unit Map <pre> graph TD IA([Integrating Applications]) IS([Internet Search]) DBMA([Database Mailing Address]) WPL([Word Processed Letter • Introduction • Body • Closing]) MM([Mail Merge of Word Processed Document and Database]) BR([Brochure • Title • Column Headings • Text • Graphics & Spreadsheet • Final Draft]) SR([Spreadsheet of Results]) IA -- Through --- IS IA --- DBMA IA --- WPL IA -- Through --- MM IS --- SR </pre>			
8/17	Internet search				
8/18	Internet spreadsheet				
8/19	Letter				
8/20	Database				
8/21	Mail merge				
8/23	Brochure title				
8/24	Column header				
8/25	Texts				
8/26	Graphics and spreadsheet				
8/27	Final draft				
⑦ Unit Self-Test Questions		⑥ Unit Relationships			
1. Can I demonstrate ability to use Internet? 2. Can I demonstrate ability to word process? 3. Can I demonstrate ability to use a database? 4. Can I demonstrate ability to mail merge? 5. Can I demonstrate ability to work as a team? 6. What are the critical attributes of a mailable brochure?		1. Examples			
		2. Importance			

Sample Brochure Assessment Rubric

Name: _____ Date: _____

Class: _____ Assignment: _____

Check one type of assessment: ☐ Self ☒ Group ☐ Teacher

1. **Criterion:** Mechanics (punctuation, grammar, capitalization, spelling)

①	③	⑤
• <u>more than one error</u>	• <u>one error only</u>	• <u>no errors</u>
• _____	• _____	• <u>mailable</u>
• _____	• _____	• _____

2. **Criterion:** Content (Internet usage, topic addressed, graphics)

①	③	⑤
• <u>Internet usage 1-2 ex.</u>	• <u>Internet usage 3-4 ex.</u>	• <u>Internet usage 5+ ex.</u>
• <u>topic addressed (little)</u>	• <u>topic addressed (some)</u>	• <u>topic addressed (much)</u>
• <u>graphics</u>	• <u>graphics</u>	• <u>graphics</u>

3. **Criterion:** Organization

①	③	⑤
• <u>creativity (little)</u>	• <u>creativity (some)</u>	• <u>creativity (much)</u>
• <u>hard to read</u>	• <u>OK</u>	• <u>easy to read</u>
• _____	• _____	• _____

Comments: _____

Score: _____

0-2=F

3-7=D

9-11=C

13=B

15=A

Entrepreneurship

Strategy: Graphic organizer

Performance Standard: Entrepreneurship—Students will understand entrepreneurship and describe its role in the private enterprise system. They will demonstrate competency by identifying product or service businesses that will meet consumer demands.

Supporting Performance Standards: Consumer Economics

Instructional Content: Business Ownership—differentiate among the types of ownership including proprietorships, partnerships, corporations, and franchises

Intended Student Level: Middle level

Outcomes: Using a graphic organizer, students will understand the differences among sole proprietorship, partnership, corporation, and franchise by comparing and contrasting the various types of business ownership.

Connecting Curricular Areas: Social Studies

Procedures:

- Teacher introduces graphic organizers as a device used to visually represent and organize a lesson. (See attached Graphic Organizer) Before using the graphic organizer, the teacher needs to cue the student into the use of the organizer and explain or state student expectations for participation—such as helping identify key concepts, completing their own graphic organizer form, and recalling prior knowledge by relating it to the lesson.
- Teacher introduces business ownership lesson by stating: “Today’s lesson will be about types of business ownership.” (Graphic Organizer ❶)
- Teacher paraphrases the meaning of business ownership. (Graphic Organizer ❷)
- Teacher relates business ownership to overall entrepreneurship unit. (Graphic Organizer ❸)
- Teacher and students brainstorm or discuss to complete the four types of business ownership section. (Graphic Organizer ❹)
- With student help, define or paraphrase a definition of each type of business ownership. (Graphic Organizer ❺)
- On page 2 of the graphic organizer, discuss advantages and disadvantages of each type of business ownership. (Graphic Organizer ❻)
- Students develop self-test questions with guidance from teacher. (Graphic Organizer ❼)
- While completing the graphic organizer, students record key terms on a separate sheet of paper to develop a vocabulary list in order to understand the material. (Possible vocabulary words for this lesson: partnership agreement, board of directors, stockholders, stock certificate, share, charter, unlimited liability, limited liability, franchisor, and franchisee)
- Assessment Options:
 - A. Students answer questions on a test about advantages and disadvantages of the various types of business ownership and list examples of local businesses that fit in each category.

- B. In small groups, students discuss and complete a worksheet comparing and contrasting the various types of business ownership including examples of local businesses that fit in each category.
- C. In small groups, create a demonstration/skit/role play that illustrates student knowledge of the various types of business ownership.

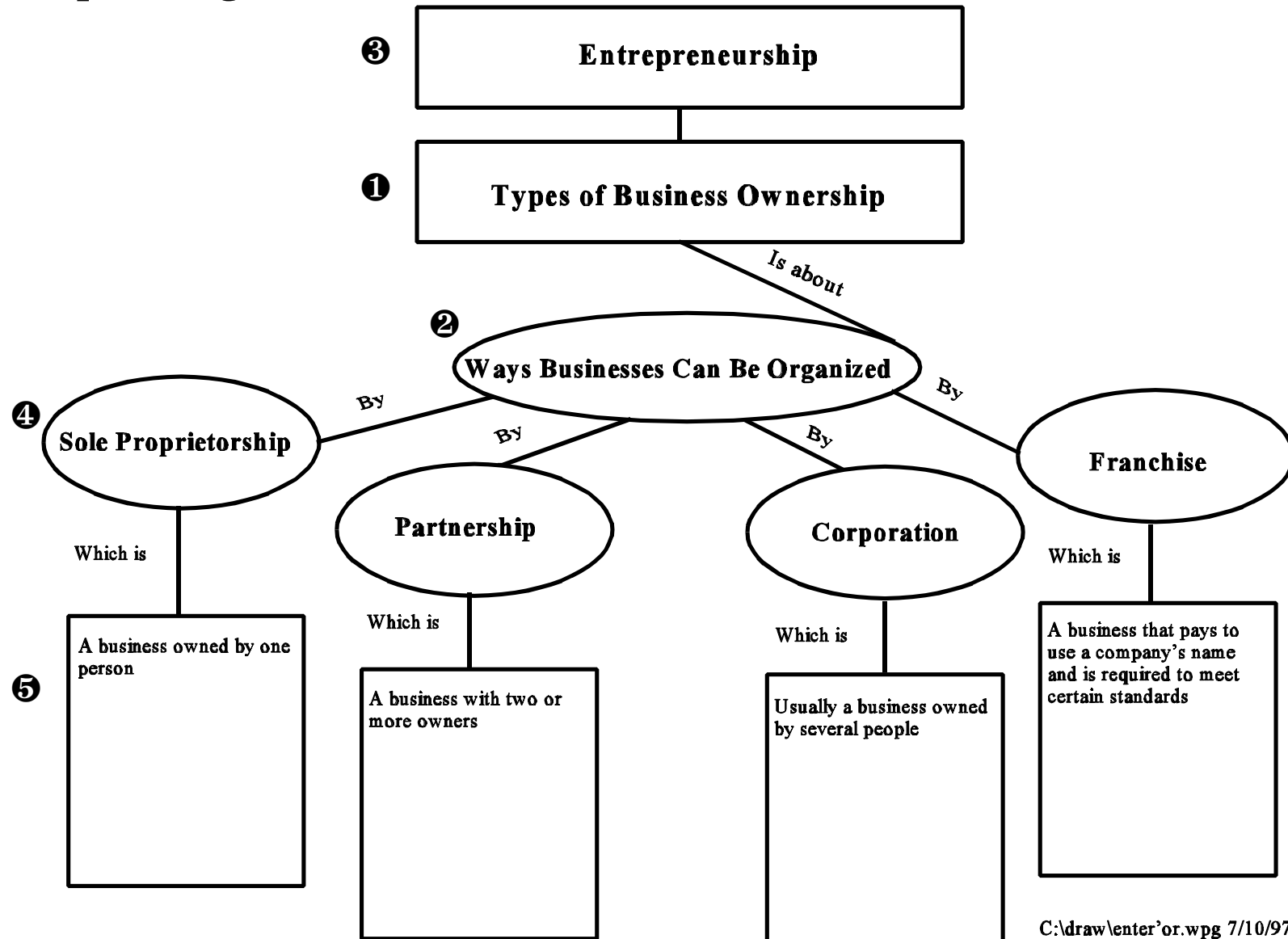
Teacher Tips:

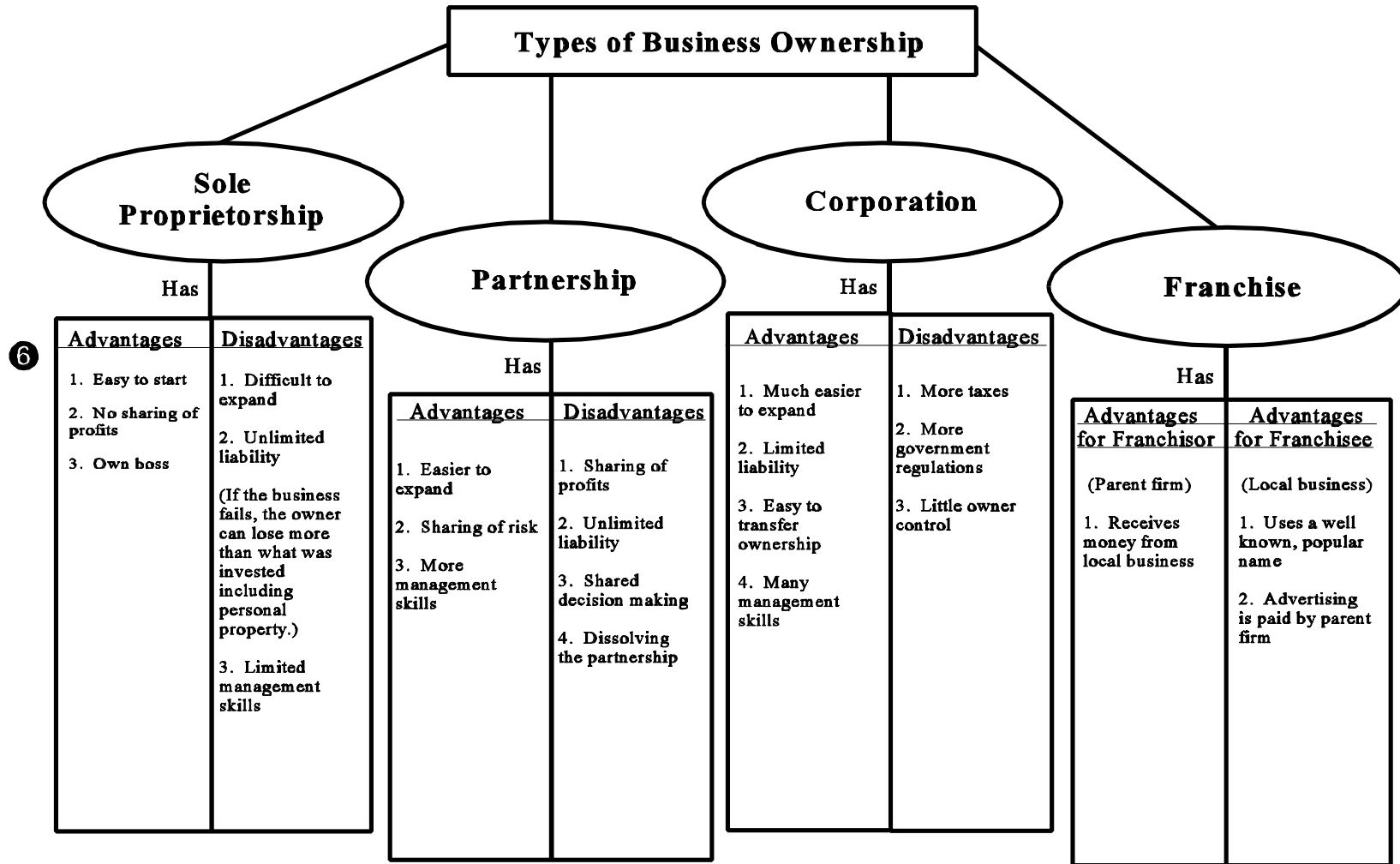
- Graphic organizers can be used to introduce a unit after students have read the assigned material or as a final review.
- Students may visit local businesses to gain an understanding of the various types of business ownership.
- Provide a panel discussion of a diverse group of business people representing each type of business ownership in order for students to ask questions.
- When creating an assessment instrument, incorporate the self-test questions that students created OR guide them to write questions that you know will be on the test.

Resources:

For training in the course, unit, or lesson organizer routines, contact the Learning Links Network at (800) 618-5059 for available trainers or visit the Learning Links Network web site at URL: <http://scrtec-ne.unl.edu/LINKS/>.

Graphic Organizer





⑦

Self-test questions

1. Can I define each type of business ownership?
2. Can I list the advantages and disadvantages of each?
3. Why is limited liability an advantage for a corporation?

Entrepreneurship

Strategy: Create a concept diagram and tic-tac-toe menu

Performance Standard: Entrepreneurship—Students will understand how to organize and operate a business. They will demonstrate competency by applying entrepreneurial concepts in domestic and international systems.

Supporting Performance Standards: Business Computation, Finance, International Business, Management, Marketing, Business and Consumer Law

Instructional Content: Business Operations—participate in activities by applying functional areas of business (Economics, Marketing, Management, Accounting, Finance, Management Information Systems and Production) as they relate to internal operations of a new or existing business.

Intended Student Level: Secondary level

Outcomes: The learner will understand and demonstrate the relationship between the essential parts of domestic and international businesses through concept diagramming and the tic-tac-toe menu.

Connecting Curricular Areas: Social Studies, Math, English, and Agriculture Education

Procedures:

- Link to previously learned material in units on management, marketing, finance, international business, and business law.
- Schedule guest speakers and field trips to area entrepreneurs.
- Create concept diagrams of the relationship between the essential parts of domestic and international businesses. (See sample)
- Build tic-tac-toe menu into the contract grade—nice for those students who need a challenge. (See sample)
- Assess by preparing a rubric or contract.

Teacher Tips:

- Use unit plan and lesson plan organizers.
- Pre-teach use of concept diagramming.
- Pre-teach use of tic-tac-toe menu.
- Rely on personal knowledge/references for guest speakers and businesses.
- Encourage trial and error.
- Use a variety of grouping structures, (e.g., jigsaw, interest groups, multiple intelligences, and/or random groups).
- Instructions for using the tic-tac-toe menu:
 1. Create a menu of possible activities incorporating student suggestions when appropriate.
 2. Have students choose from the suggested activities and record their choices where indicated on the form.
 3. Have students bring any ideas for alternate activities for teacher approval. Record the approved activities in the space provided.

4. Teacher may choose to leave some spaces blank and invite students to insert their own ideas into those spaces.

Resources:

Area entrepreneurs and businesses

Poster board, magazines, markers, colored pencils, and scissors

Computers

Blank concept diagrams

Transportation

Concept Diagram

③ Key Words

nations
countries
foreign
markets
currency
culture

① Convey Concept

② Offer Overall Concept

③ Note Key Words

④ Classify Characteristics:

④ Always Present

many nations

outside country

product

transportation

④ Sometimes Present

tariff

distances

language

④ Never Present

same currency

identical cultures

interstate commerce

⑤ Explore Examples

Examples:

Pepsico

McDonalds

Levi Strauss

Coca Cola

Nonexamples:

Tropical Paradise
Pet Shop

Zesto

Thieles Drug Store

Nike
Reebok
M&M/Mars

⑥ Practice With New Example

⑦ Tie Down a Definition

An international business is one that sells a product that is transported to many nations outside the U.S.A.

TIC-TAC-TOE MENU

<p>① Collect facts or ideas which are important to you.</p>	<p>② Teach a lesson about your topic to our class. Include at least one visual aid.</p>	<p>③ Compare two things from your study. Look for ways they are alike and ways they are different.</p>
<p>④ Photograph, videotape, or film part of your presentation.</p>	<p>⑤ Graph some part of your study to show how many or how few.</p>	<p>⑥ Demonstrate something to show what you have learned.</p>
<p>⑦ Survey others to learn their opinions and feelings about some fact, idea, or feature of your study.</p>	<p>⑧ Dramatize something to show what you have learned.</p>	<p>⑨ Forecast how your topic will change in the next 10 years.</p>

Directions: Choose activities in a tic-tac-toe design. When you have completed the activities in a row—horizontally, vertically, or diagonally—you may decide to be finished. Or, you may decide to keep going and complete more activities.

I choose activities # _____, # _____, # _____, # _____

Do you have ideas for alternate activities you'd like to do instead? Talk them over with your teacher.

I prefer to do the following alternate activities: _____

Student's signature _____ Date _____

Finance

Strategy: Reflection log and JW One-In-A-Million Card

Performance Standard: Finance—Students will understand the use of financial principles in making personal and business decisions. They will demonstrate competency by applying and analyzing concepts and principles.

Supporting Performance Standards: Consumer Economics, Business Computations

Instructional Content:

Credit Management—evaluate the use of credit in a personal situation

Banking and Financial Services—identify and utilize financial services

Intended Student Level: Secondary level

Outcomes: Successful check writing skills using a reflective log and the JW One-In-A-Million Card.*

Connecting Curricular Areas: Math, English, Accounting, and Family and Consumer Sciences

Procedures:

- Use a reflective log of advantages/disadvantages of checking accounts as a pre-test. (See sample)
- Teach vocabulary associated with check writing and banking.
- Invite a guest speaker from a financial institution to speak on all aspects of check writing and its relationship to establishing credit.
- Explain and model the writing of a check.
- Practice writing checks using the JW One-In-A -Million Card* from simulated purchases a student might make. (See sample)
- Have students use the JW Card* as a reference.
- Use a reflective log as a post-test. (See sample)

Teacher Tips:

- Inform guest speaker of diversity of students in the classroom and the topics to be covered.
- For students that need assistance with penmanship, use tracing (connect dots).
- For students that need visual assistance, use templates.
- Have the JW One-In-A-Million Card* made into credit card sized cards and laminated. This should be given to each student to keep in his/her wallet.
- Allow for peer monitoring only after using the checklist.

Resources:

Local banking institution

*JW One-In-A-Million Card is a teaching resource developed by Westside Community Schools instructor, Janel Wilbern (See sample)

Sample Pre-test

When would you use a check? _____

Write out the following numbers:

\$5.16 _____

\$23.48 _____

\$370.52 _____

\$6,915.30 _____

\$873,126.71 _____

Check Writing

Advantages:

Disadvantages:

What could you use instead of checks? _____


Advantages:

Disadvantages:

Reflective Lesson Log

Name _____ Date _____

Topic _____

John Smith		5777
104 Sun Crest Road		
Allentown, NE 66882		
PAY TO THE ORDER OF _____		\$ _____
	World Bank of America #1 Bank Plaza, Boston, MA	
MEMO _____		
17:3039929871:17000123654"" 5777		

Check Writing

Advantages:

Disadvantages:

Money Order

Advantages:

Disadvantages:

ATM Card

Advantages:

Disadvantages:

Credit Card

Advantages:

Disadvantages:

One thing I learned. . .

One thing I am still worried about. . .

One thing I would like to try. . .

JW One-In-A-Million Card

- | | | | | | |
|-----|-------|-------|-----------|---------|----------|
| 1. | Jan. | one | eleven | twenty | hundred |
| 2. | Feb. | two | twelve | thirty | thousand |
| 3. | Mar. | three | thirteen | forty | million |
| 4. | Apr. | four | fourteen | fifty | |
| 5. | May | five | fifteen | sixty | |
| 6. | June | six | sixteen | seventy | |
| 7. | July | seven | seventeen | eighty | |
| 8. | Aug. | eight | eighteen | ninety | |
| 9. | Sept. | nine | nineteen | | |
| 10. | Oct. | ten | | | |
| 11. | Nov. | | | | |
| 12. | Dec. | | | | |

Checklist for checks

Did you...

1. Record name and amount in register?
2. Use an ink pen?
3. Use current date?
4. Fill in Pay to the order of:?
5. Use correct numeric amount?
6. Use correct written amount?
7. Fill in memo?
8. Sign your name?
9. Double check all blanks?

Developed by Janel Wilbern, Westside Community Schools

Keyboarding

Strategy: Modeling

Performance Standard: Keyboarding—Students will understand basic operations necessary to operate a keyboard. They will demonstrate competency by using the touch method to key information in preparing written communications.

Supporting Performance Standards: Communications, Technology Applications

Instructional Content:

Composition—create and key personal business letter

Formatting—format personal business letter

Intended Student Level: Upper elementary and middle level.

Outcomes: Using a template and checklist, the student will compose and correctly format a personal business letter with acceptable sentence structure that can be mailed.

Connecting Curricular Areas: Reading/Language Arts

Procedures:

- Introduce parts of personal business letter. Teacher will provide all/some of the following:
1) model of completed letter; 2) a series of models of partially completed letters with various degrees of complexity; 3) student-generated letter. Give instructions on the use of the models and checklist. (See samples)
- Assess student work; the level of ability needs to be considered in the number of attempts to produce copy acceptable for mailing.

Teacher Tips:

- Review/teach simple sentence structure to students.
- Adjust length of letter based on student ability.
- Use computer to make templates. Instruct students on how to locate and open templates.
- Create a checklist for students to follow for proofing punctuation, capital letters, parts of letter in order, and spacing. (Can use symbols with the checklist for nonreaders or for quicker reference.)
- Teach error monitoring strategy if students cannot proofread.
- Use peer tutor/monitor to go over checklist if needed by student.
- Encourage use of a Franklin Speller or computer spell check.
- Use email with pen pal to encourage application of skills learned.
- Have students write the letter address and his/her own address on note cards before keying it into the personal business letter.

Resources:

For training in the course, unit, or lesson organizer routines, contact the Learning Links Network at (800) 618-5059 for available trainers or visit the Learning Links Network web site at URL: <http://scrtec-ne.unl.edu/LINKS/>.

Sample Personal Business Letter

October 5, 1997 (Type today's date, use a 2-inch top margin; return 4-6 times after the date.)

Mr. Jacob Morris, Personnel Manager
Target Department Store
3179 West Rainbow Avenue
Lincoln, NE 68510 (Return 2 times)

Dear Mr. Morris (Return 2 times)

Thank you for the time you spent interviewing me for the stock clerk position in your business. I would be proud to work for your company. (Return 2 times)

I've been shopping with my class, and I like your CD department. (Return 2 times)

I will be happy to hear from you about this position. (Return 2 times)

Sincerely (Return 4 times)

Jerry Stanley

Jerry Stanley
3482 Oak Street
Lincoln, NE 68510

Sample Personal Letter

October 5, 1997 **(Type today's date, use a 2-inch top margin; return 4-6 times after the date.)**

Dear Grandpa & Grandma **(Return 2 times)**

During the summer I attended basketball camp at Doane College. I made several new friends at the camp. I hope you can come to my games this year. **(Return 2 times)**

I am learning to key letters in Keyboarding. We key on the computer so it is easy to correct errors. **(Return 2 times)**

Plan to see you at Thanksgiving. **(Return 2 times)**

Your favorite granddaughter

Nicole

Sample Personal Business Letter

October , (Type today's date, use a 2-inch top margin; return 4-6 times after the date.)

Mr. Jacob Morris, Personnel Manager
Target Department Store
3179 West Rainbow Avenue
Lincoln, NE 68510 (**Return 2 times**)

Dear (**Return 2 times**)

Thank you for the time you spent interviewing me for the position in your business. I would be proud to work for your company. (**Return 2 times**)

I've been with my class, and I like . (**Return 2 times**)

I will be happy to hear from you about this position. (**Return 2 times**)

Sincerely (**Return 4 times**)

Jerry Stanley
Jerry Stanley
3482 Oak Street
Lincoln, NE 68510

Sample Personal Letter

October , (Type today's date, use a 2-inch top margin; return 4-6 times after the date.)

Dear (Return 2 times)

During the summer I . I .

(Return 2 times)

I am learning to key . We key on the computer so it is easy to correct errors. (Return 2 times)

Plan to see you at Thanksgiving. (Return 2 times)

Your

Nicole

Checklist for Proofing Personal Business Letter or Personal Letter

Today's Date:

- ☐ Did I capitalize the first letter of the month?
- ☐ Did I spell out the month correctly?
- ☐ Did I put a comma after the day?
- ☐ Did I return 4-6 times after the date?

Letter Address: (not applicable in personal letter)

- ☐ Did I capitalize the first letter of the title and names?
- ☐ Did I capitalize the first letter of the name of the street, city, and state?
- ☐ Did I put a comma after the city?
- ☐ Did I return 2 times after the address?

Greeting/Salutation:

- ☐ Did I capitalize the first letter of the greeting and names?
- ☐ Did I return 2 times after the greeting/salutation?

Body of Letter:

- ☐ Did I capitalize the beginning of each sentence?
- ☐ Did I use end punctuation and commas correctly?
- ☐ Did I use grammatically correct sentences?
- ☐ Did I single space the paragraphs?
- ☐ Did I return 2 times after each paragraph?

Complimentary Close:

- ☐ Did I capitalize the first word of the closing?
- ☐ Did I return 4 times after the closing? (not applicable in personal letter)

My Name and Address: (not applicable in personal letter)

- ☐ Did I capitalize my name?
- ☐ Did I capitalize the first letter of the name of the street, city, and state?
- ☐ Did I put a comma after the city?

Proofreading:

- ☐ Did I use the spell check?
 - ☐ Did I read my letter to make sure it makes sense?
- OR
- ☐ Did I have a peer read my letter to make sure it makes sense?

Work Ethics

Strategy: Role playing, webbing, and K-W-L chart

Performance Standard: Career Preparation and Job Acquisition—Student will understand career preparation and job acquisition skills required for employment, professional growth, and employment transitions in their chosen fields. They will demonstrate competency by matching skills and aptitudes for occupations, exploring career options, and applying job acquisition skills.

Supporting Performance Standards: Communication, Business and Consumer Law

Instructional Content: Work Ethics—demonstrate positive work habits and strive to achieve personal job satisfaction

Intended Student Level: Secondary level

Outcome: The student will demonstrate personal qualities related to school and employability (e.g., dependability, honesty, cooperation, getting along with others).

Connecting Curricular Areas: English, Social Studies, and Family and Consumer Sciences

Procedures:

- Complete a K-W-L chart. (See sample)
- Teach the concept of ethics using webbing. (See sample)

Teacher Tips:

- Students who have difficulty taking notes could use “cloze” notes (notes with key words missing). Example: _____ is arriving to school or work on time. (The answer is punctuality.)
- On the web form, unfamiliar words such as integrity can be further described.
- A supervisor/employer panel can discuss the definition with examples of a work ethics model, give positive examples, and allow for student questions.
- Panel members should be representative of employers in entry-level, middle- and upper-management positions. Recommendations or prior knowledge of panel members is important to consider. Students should prepare questions for panel prior to presentation. If students are uncomfortable asking questions, peer or teacher could ask.
- Thank-you notes or letters should be sent to panel members.
- Role playing: Students role play provided scenarios that are videotaped for discussion.
- Teacher should role model scenario prior to activity. Adaptations may include before and after school with teacher, choice of audience members, etc.
- Case Studies—Heterogeneous groups discuss assigned cases.
- Students in groups will be assigned by teacher and represent various ability levels. Assign roles to group members (e.g., facilitator, secretary, reporter, and page).
- Homework Assignment—Pre-teach questioning skills for interviewing. Family discussion will be used to determine various viewpoints on an ethical case situation. Student will take home an ethical situation to discuss with family. Student will then present to class by report, video, cassette recorder, computer technology, role playing, etc.

- Pre-teach research project. Student will choose topic (e.g., workplace concerns, school ethics, gender issues, sexual harassment, racial biases) and present to class by report, video, cassette recorder, computer technology, role playing, poster, etc.
- Assessment—Student groups will prepare and present a skit dealing with an ethical issue. Grading may be completed by using a rubric with student input for point worth. (See sample)
- Students have to participate in some manner for a group grade (e.g., video operator, light control, actors, writers, props, etc.)
- Poster Parade—Students will demonstrate ethical issues through visual aids.
- Posters displayed throughout the community/school.
- Employer evaluation when appropriate (e.g., cooperative education program).

Resources:

Video and overhead equipment, tape recorders, and TV

Research resources

Computer lab

Webbing form, K-W-L worksheet, and rubric form

Panel members

Poster boards, markers, paste, scissors, magazines

Name: _____

Date: _____

K-W-L Chart

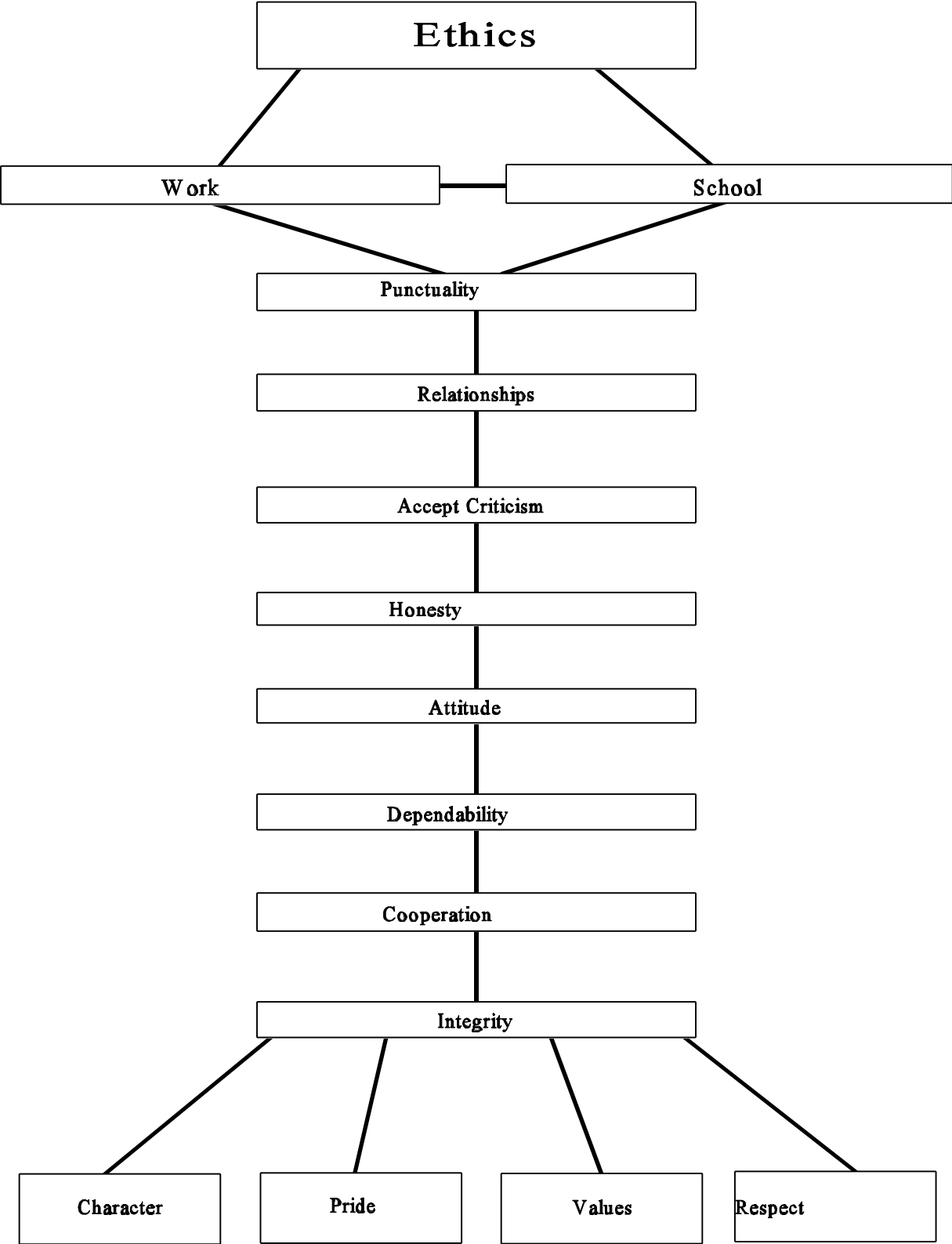
Ethics

What I K now about <i>ethics</i>	What I W ant to know about <i>ethics</i>	What I L earned about <i>ethics</i>

Webbing Form

Name _____

Date _____



***Students will help set criteria for point worth.**

Name:_____

Date: _____

(examples) Areas to be graded:	⑤	④	③	②	①	Comments:
1) content						
2) group work						
3) presentation						
4) creativity/ uniqueness						
5) ethical issue is apparent						
Total points (25 max) <div style="border: 3px double black; height: 30px; width: 100%;"></div>						

Resources and References

Products mentioned in this document are not necessarily endorsed or recommended by the Nebraska Department of Education staff; products are mentioned for your information and review.

Textbooks

Career Choices and accompanying Workbook and Portfolio. Mindy Bingham and Sandy Stryker. Academic Innovations, 3463 State Street, Suite 267A, Santa Barbara, CA 93105. <http://www.academicinnovations.com/>

Curriculum Consideration in Inclusive Classroom, Facilitating Learning for All Students. Susan Stainback and William Stainback. College of Education, University of Northern Iowa. Paul Brookes Publishing, Baltimore, 1992.

Differentiating Instruction: Video and Facilitator's Guide. Association for Supervision and Curriculum Development, Alexandria, VA. (800) 933-2723.

Educating Able Learners. June Cox, Neil Daniel, and Bruce O. Boston. University of Texas Press, Austin, TX, 1985.

Gifted Students in Regular Classrooms. Beverly N. Parke. Allyn and Bacon, Needham Height, MA, 1989.

Graphic Organizers . . . helping children think visually. Kris Flynn. Creative Teaching Press, Inc., Cypress, CA 90630.

How to Differentiate Instruction in Mixed-ability Classrooms. Carol Ann Tomlinson. Alexandria, VA: Association for Supervision and Curriculum Development, 1995.

Including Students with Special Needs. Marilyn Friend and William Bursuck, Simon and Schuster, Needham Heights, MA.

Lesson Plans and Modification for Inclusion and Collaborative Classrooms. Teresa VanDover. The Master Teacher, Manhattan, KS.

Lifestyle Math. Mindy Bingham, Jo Willhite and Shirley Myers. Academic Innovations, 3463 State Street, Suite 267A, Santa Barbara, CA 93105. <http://www.academicinnovations.com/>

Nebraska Innovative School-to-Work Strategies. Nebraska Department of Education and Nebraska Department of Economic Development, June, 1997.

Planning for Academic Diversity in America's Classrooms: Windows on Reality, Research, Change, and Practice. The Joint Committee on Teacher Planning for Students with Disabilities.

PROJECT ACCOMMODATE. Stanley F. Vasa and Allen L. Steckelberg. Department of Special Education and Communication Disorders. Barkley Memorial Center, University of Nebraska-Lincoln.

Seven Ways of Teaching the Artistry of Teaching with Multiple Intelligences. David Lazear. IRI/Skylight Publishing, Inc., 200 East Wood Street, Suite 274, Palatine, IL 60067.

Schools for Talent Development: A Practical Plan for Total School Improvement. Joseph S. Renzulli. Creative Learning Press: Mansfield Center, CT, 1994.

Strategies and Tactics for Effective Instruction. Bob Algozzine, Jim Ysseldyke, and Judy Elliott. Sopris West Publishing, 1140 Boston Avenue, Longmont, CO 80502-1809.

Teaching Gifted Kids in the Regular Classroom. Susan Winebrenner. Free Spirit Publishing, 400 First Avenue North, Suite 616, Minneapolis, MN 55401. (612) 338-2068, (800) 735-7323.

Teaching Reading in the Content Areas: If Not Me, Then Who? Sopris West, PO Box 1809, Longmont, CO 80502-1809. \$25 for text (8RCMAN), \$15 for blackline masters (8RCBM).

When You Have a Visually Handicapped Child in Your Classroom: Suggestions for Teachers. Anne Corn, Iris Martinez. American Foundation for the Blind, New York, New York.

Internet Resources

American Association of University Women
URL: <http://www.aauw.org/>

Career Magazine
URL: <http://www.careermag.com>

Center for Research on Learning and the Strategic Instruction Model
URL: <http://www.ku-crl.org>

Comprehensive System of Personnel Development
URL: <http://www.scrtec-ne.unl.edu>

Council for Exceptional Children
URL: <http://www.cec.sped.org/home.htm>

Economic Education Web
URL: <http://ecedweb.unomaha.edu/>

Educational Service Units
URL: <http://www.esu3.k12.ne.us/nebesus/neesus.html>

ERIC Clearinghouse on Disabilities & Gifted Education
URL: <http://www.cec.sped.org/er-menu.htm>

Gifted Resources Home Page
URL: <http://www.eskimo.com/~user/kids.html>

Girl Tech

URL: <http://www.girltech.com/>

Idioms for ESL Students

URL: <http://www.pacificnet.net/~sperling/idioms.cgi>

An Income of Her Own

URL: <http://www.anincomeofherown.com/>

Journal of Secondary Gifted Education

URL: <http://www.prufrock.com/journal.html>

Language Based Learning Disabilities

URL: <http://www.ld.ucsf.edu>

Learning Disabilities Association of America

URL: <http://www.ldanatl.org>

Learning Links Network

URL: <http://scrtec-ne.unl.edu/LINKS/>

JobWeb

URL: <http://www.jobweb.org>

National Clearinghouse for Bilingual Education

URL: <http://www.ncbe.gwu.edu>

National Foundation for Women Business Owners

URL: <http://www.nfwbo.org/>

Nebraska Department of Education, Business Education

URL: <http://nde4.nde.state.ne.us/BUSED/be.html>

Nebraska Department of Education, Technology Center

URL: <http://nde4.nde.state.ne.us/TECHCEN/home.html>

Nebraska Department of Education, Special Populations

URL: <http://nde4.nde.state.ne.us/SPED/sped.html>

Nebraska School-to-Work

URL: <http://www.ded.state.ne.us/stw/stw.html>

South Central Regional Technology Education Consortium

URL: <http://scrtec.org>

Statewide Calendar

URL: <http://esu2.esu2.k12.ne.us/profdev/mascal.html>

Taking Stock

URL: <http://www.santacruz.k12.ca.us/~jpost/projects/TS/TS.html>

The following list contains companies who sell products for the visually impaired:

American Printing House for the Blind (APH), 1839 Frankfort Avenue, PO Box 6085, Louisville, KY 40206-0085, (502) 895-2405, (800) 223-1839.

Independent Living Aids, Inc. (ILA), 27 East Mall, Plainview, NY 11803, (800) 537-2118. Products include tactile globes and braille maps.

Recording for the Blind (textbooks on tape), 20 Rossezl Road, Princeton, NJ 08540, (800) 221-4792.

Radio Talking Book Services, 7101 Newport Avenue #205, Omaha, NE 68152.

Resources/Training Available

For help in obtaining a consultant to assist with sensory impairment issues, contact your local Educational Service Unit or the Nebraska Department of Education, Special Populations Office at (402) 471-2471.

The Nebraska Strategies Instruction Model CADRE Trainers are Certified Strategies Intervention Trainers who can provide inservice training or consultation to schools desiring further staff development. For further information, contact Alice Senseney, (402) 472-6297.

Learning Links Network

Learning Links Network is a collaborative effort between the Nebraska Department of Education's Staff Development/Instructional Issues Team and the Special Populations Office. The purpose of this project is to maximize the resources available to students with disabilities by creating a Learning Links Network, which provides access to specialized expertise through a directory of service providers and continuous recruitment of qualified professionals to strengthen the service provider pool. The Learning Links Network provides timely and innovative professional development training and networking opportunities.

Service providers include speech language therapists, resource teachers, low-vision specialists, psychologists, audiologists, physical therapists, occupational therapists, and behavior support consultants. To locate a service provider, contact Special Populations, (402) 471-2471 or <http://nde4.nde.state.ne.us/SPED/sped.html> (choose Service Agencies).

Service providers are available on an "as needed" basis to assist schools in meeting unique learning needs where specialized training is essential. For further information regarding service providers, professional development activities or other Learning Links activities, contact: Jackie Nider, Learning Links Network, University of Nebraska-Lincoln, 250 Barkley Center, Lincoln, NE 68583-0732, (402) 472-4314, (800) 618-5059, Fax: (402) 472-7697, jnider@unlinfo.unl.edu, URL: <http://scrtec-ne.unl.edu/LINKS/>.

The University of Kansas Center for Research on Learning

Research efforts undertaken at the Center focus on empowering students as learners, empowering students to work with others, empowering teachers to create learner-friendly classrooms, establishing standards for success within the classroom, and ensuring organizational and educational change within the schools. An important part of the mission of the Center is to disseminate the results of their studies through the development of products and procedures for use in teaching students.

The Strategic Instruction Model (SIM) is the framework that guides the thinking and research at the Center for Research on Learning. It ensures that the outcomes of the research can be tied into a meaningful whole that relates to the problems at-risk students face. The overriding goal of improving the quality of education available to at-risk students has led to the development of hands-on instructional materials and procedures for teachers. The products of the Center fall into broad categories: The Learning Strategies Curriculum, The Social Skills for Daily Living Curriculum, and Content Enhancement (e.g., Lesson Organizer Routine, Unit Organizer Routine, Concept Mastery Routine, Chapter Survey Routine, Concept Comparison Routine, Concept Anchoring Routine). Some of the materials are available for purchase for classroom use without special training. These materials are available from Edge Enterprises, PO Box 1304, Lawrence, KS 66044, (913) 749-1473.

For information about ordering other materials listed, contact the University of Kansas Center for Research on Learning, 3061 Dole, Lawrence, KS 66044, (913) 864-4780, <http://www.ku-crl.org>.

Nebraska Assistive Technology Project

The Nebraska Assistive Technology Project has staff members available to answer your questions about assistive technology devices, including where they can be purchased and who makes them. Technology specialists can also give you ideas on how a home, school, or business can be modified to be more accessible. Staff are available to identify resources that may help you purchase the assistive technology you need and answer your questions about eligibility guidelines and funding policies and programs. The Assistive Technology Project is a good place to start your search for technology; they can answer your questions, help locate assistive devices and funding, and refer you to additional resources for technology and disability-related information.

Section 012.03A7 of the Nebraska Department of Education *Rule 51: Regulations and Standards for Special Education* provides for reimbursement to districts for adaptive equipment for students with disabilities. Specifically, instructional equipment, supplies, and publications necessary to aid a student in accomplishing the goals and objectives of the individual education plan (IEP) are allowable as reimbursable costs as long as these are used by the student in association with the implementation of the IEP and include equipment, supplies, and publications used by staff when instructing children with verified disabilities. Teachers should contact their district's special education director for details.

For further information contact the Nebraska Assistive Technology Project, 301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509-4987, (402) 471-0734, (800) 742-7594.

Keyboarding and Assistive Technology WWW Resources:

Nebraska Assistive Technology Project's Web Page

URL: <http://nde4.nde.state.ne.us/ATP/TECHome.html>

Hyper AbleData Assistive Technology Database

URL: <http://www.trace.wisc.edu/tcel/abledata/index.html>

Typing Injury FAQ/Keyboards

URL: <http://www.cs.princeton.edu/~dwallach/tifaq/keyboards.html>

RCAT (Resource Center for Assistive Technology) List of WWW sites

URL: <http://www.esu3.k12.ne.us/sped/rcat/resources.html#c>

Internet Resources for People with Disabilities

URL: <http://ns.sasquatch.com/resource/easi.html>

Textbooks on Assistive Technology and Keyboarding:

The Alliance for Technology Access. *Computer Resources for People with Disabilities*. Hunter House Inc. Publishers, Alameda, CA, 1994.

Heller, Jack. *Keyboarding for the Physically Handicapped*. Software for the Apple/TRS-80/IBM 2 disks - Master Program & Speed Tests; Publisher: Glencoe Division of the Macmillan/McGraw-Hill School Publishing Company, New York. Software User's Guide - 1985. Software dated 1991.

Heller, Jack, *Typing for Individual Achievement*. McGraw-Hill, Inc., New York, 1981.

Heller, Jack. *Typing for the Physically Handicapped—Methods and Keyboard Presentation Charts*. Glencoe Division of the Macmillan/McGraw-Hill School Publishing Company, New York, 1978.

Lazzaro, Joseph J. *Adapting PC's for Disabilities*. Addison-Wesley Publishing, Reading, MA, 1996.

O'Leary, Stephanie. *Computer Access for Persons with Spinal Cord Injury*, Editions DSG, a Division of Special Needs Project World Wide, Santa Barbara, CA, 1996.

Richardson, Nina K. *Type With One Hand*. South-Western Publishing Company, Cincinnati, OH, 1959.

Culturally/Linguistically Diverse Exceptional (CLDE) Students: Assessment and Interventions

This training project has created school teams in Scottsbluff, Lincoln, Omaha, Norfolk, and Grand Island with specialized expertise in working with CLDE students. Team members are available to conduct workshops or provide consultation in their regions of the state. The project is collaboratively supported by the Nebraska Department of Education, Creighton University, Nebraska's Advisory Committee for the Comprehensive System of Personnel (CSPD), and the five participating schools.

For further information, contact Sharon Ishii-Jordan, Creighton University, Education Department, 2500 California Plaza, Omaha, NE, 68178, (402) 280-2820.

Working with Limited English Proficient Students

Adapting Instruction. . .

When presenting lectures:

- Use simple sentence structures/vocabulary (avoid passive constructions)
- Remember Caretaker Language principles:
 - Keep your language simple
 - Don't use baby talk or pidgin English
 - Be consistent
 - No need to speak loudly
 - Explain idioms (or minimize their usage)
- Speak clearly and a little slower
- Begin with yes/no questions, then "wh" questions
- Use body language/actions to reinforce concepts
- Simplify directions using small, discrete, and sequential steps

Check comprehension frequently:

- Ask questions
- Students can repeat/paraphrase directions
- Demonstrate understanding

Use multisensory teaching techniques:

- Hands-on activities with little reading/writing
- A variety of media
- Demonstrations
- Verbal and nonverbal activities in each lesson
- Oral and written instructions for assignments
- Group projects/cooperative learning

Adapting Materials. . .

Supplement reading materials:

- Activities to teach/reinforce concepts
- Visuals to illustrate concepts
- Brief outlines/study guides in simplified English

Highlight key points/language:

- Index, graphs, chapter headings, skimming, bold print
- Mark important words, statements
- Fill-in-the-blank assignments

Adapt into simpler English:

- Simple sentences
- Simple tenses
- Unnecessary description
- Synonyms and symbols when possible

Multiple Intelligences

Seven abilities or intelligences everyone has. People tend to shine in two or three areas and most struggle to become better in the others.

Linguistic Intelligence

Strengths: capacity to use words effectively, whether orally or in writing

Strategies: learn best by verbalizing, hearing, seeing words

Logical Mathematical Intelligence

Strengths: capacity to use numbers effectively and reason well

Strategies: conceptualize it, quantify it, or think critically about it

Bodily-Kinesthetic Intelligence

Strengths: expertise in using one's whole body to express ideas and feelings, and facility in using one's hands to produce or transform things

Strategies: dance it, build a model of it, or find some other hands-on activity related to it

Musical Intelligence

Strengths: capacity to perceive, discriminate, transform, and express musical forms

Strategies: sing it, chant it, find music that illustrates it, or put on background music while learning it

Spatial Intelligence

Strengths: ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions

Strategies: draw, sketch, or visualize it

Interpersonal Intelligence

Strengths: ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people

Strategies: work on it with another person or group of people

Intrapersonal Intelligence

Strengths: self-knowledge and the ability to act adaptively on the basis of that knowledge

Strategies: relate it to a personal feeling or inner experience

Provided by Becky Mooock, Park Middle School, Lincoln Public Schools, Lincoln, NE. Adapted from *7 Kinds of Smart* and *Multiple Intelligences in the Classroom* by Thomas Armstrong.

Multiple Intelligences Checklist

This checklist has no right or wrong answers. No one intelligence category is better than others. We all have some intelligences that are stronger and some that are weaker. This checklist will give us clues about how you learn best and also about strengths that may guide you in career choices. Put a check mark beside each item that sounds like you.

Linguistic Intelligence

- _____ I enjoy reading books.
- _____ I like to tell jokes and stories.
- _____ I enjoy word games like Scrabble, anagrams, or crossword puzzles.
- _____ I am a good speller.
- _____ English, social studies, and history are easier for me than math and science.
- _____ I have a good memory for names, places, dates, and/or trivia.
- _____ I am a good writer.

Logical-Mathematical Intelligence

- _____ I can compute math problems quickly in my head.
- _____ Math and science are among my favorite subjects in school.
- _____ I enjoy games like chess, checkers, and other strategy games.
- _____ I like working on logic puzzles or brainteasers.
- _____ I like to think about the way things work.
- _____ I can double or triple a cooking recipe or other measurement without having to put it down on paper.
- _____ I believe that most things have a logical, rational explanation.

Bodily-Kinesthetic Intelligence

- _____ I am good at sports.
- _____ I have a hard time sitting still for very long.
- _____ I like to take things apart and put them back together again.
- _____ I like working with my hands in activities such as model-building, sewing, pottery, weaving, carving, or carpentry.
- _____ I often like to spend my free time outdoors.
- _____ My best ideas come to me when I'm out for a walk, a job, or some other kind of physical activity.
- _____ I frequently use hand gestures when I'm talking to someone.

Musical Intelligence

- _____ I frequently listen to music.
- _____ I enjoy singing along to music I hear.
- _____ I can usually tell when something is off-key.
- _____ I often make tapping sounds or sing little tunes while working, studying, or learning something new.
- _____ If I hear a musical selection once or twice, I can usually sing or play it back fairly accurately.
- _____ I play a musical instrument.
- _____ I can easily keep time to a piece of music.

Spatial Intelligence

- _____ I can see clear visual images when I close my eyes.
- _____ I can read maps, charts, and other diagrams more easily than written directions.
- _____ I enjoy art activities.
- _____ I like to solve jigsaw puzzles, mazes, and “Where’s Waldo” type puzzles.
- _____ I tend to doodle or draw on my papers.
- _____ I like to watch movies, slides, or other visual presentations.
- _____ I enjoy building three-dimensional constructions with Legos or other supplies.

Interpersonal Intelligence

- _____ I am considered a person who other people come to for advice.
- _____ I prefer group activities to being alone.
- _____ I like to get involved in social activities at school and in my community.
- _____ When I’ve got a problem, I’m more likely to seek out another person for help than attempt to work it out on my own.
- _____ I am concerned about others and how they feel.
- _____ I consider myself a leader (or others have called me that).
- _____ I feel comfortable, even with people I don’t really know.

Intrapersonal Intelligence

- _____ I consider myself to be very independent.
- _____ I prefer to study, work, or play alone.
- _____ I see myself as a loner (or others see me that way).
- _____ I have a special hobby or interest that I keep pretty much to myself.
- _____ I have some important goals for my life that I think about on a regular basis.
- _____ I would prefer to spend a weekend alone in a cabin in the woods, rather than at a fancy resort with lots of people around.
- _____ I can accurately express how I’m feeling.

Nebraska Guidelines for Gifted and Talented Education

The Nebraska Department of Education has guidelines for the education and identification of gifted and talented students in place through *Rule 3: Regulations Governing the Identification of High Ability Learners*, which is available by contacting the Nebraska Department of Education, 301 Centennial Mall South, PO Box 94987, Lincoln, NE 68509-4987. Two other manuals regarding gifted education are available electronically, *Procedures for the Identification of High Ability Learners* and *Promising Curriculum and Instructional Practices for High Ability Learners*. These documents can be accessed at <http://nde4.nde.state.ne.us>, which is the Nebraska Department of Education web site.

Characteristics of Gifted Students

(*Growing Up Gifted* by Barbara Clark)

Extraordinary Quantity of Information, Usual Retentiveness

- **Need**—to be exposed to new and challenging information, to acquire early mastery of basic skills
- **Organizational Pattern**—individualized learning; out-of-classroom experience
- **Classroom Strategies**—information organized at different levels of difficulty, self check, and pre- and post-tests, a variety of teaching and learning methods at each level
- **Possible Problems**—boredom with the regular curriculum, impatience with waiting for other students

Advanced Comprehension

- **Need**—access to challenging curriculum and intellectual peers
- **Organizational Pattern**—self-selected flexible groupings, opportunities to attend advanced level classes or courses
- **Classroom Strategies**—group discussion on selected topics, independent study on advanced topics of interest, access to advanced materials
- **Possible Problems**—poor interpersonal relationships with other children, adults considering the child rude, a dislike for repetition

Unusual Curiosity, Varied Interests

- **Need**—to be exposed and pursue a wide variety of subjects and topics
- **Organizational Patterns**—independent study, mentors, simulations
- **Possible Problem**—difficulty conforming to group tasks, taking on too many projects at once, overextending

High Level of Language Development

- **Need**—opportunity to encounter and use increasingly difficult vocabulary and concepts
- **Organizational Pattern**—work with academic peers
- **Classroom Strategies**—write (book, journal, play, television script), read advanced-level reading materials, make presentations to other classrooms in an interest area
- **Possible Problems**—seen as a “show off” by peers and adults

High Level of Verbal Ability

- **Need**—opportunity to share ideas verbally and in depth
- **Organizational Pattern**—self-selected flexible groupings
- **Classroom Strategies**—work on projects of interest to the student that involve communication and an exchange of opinion in a wide variety of ways
- **Possible Problems**—dominates classroom discussions with information and questions deemed negative by teachers and fellow students, use of verbalism to avoid tasks and difficult thinking

Unusual Capacity for Processing Information

- **Need**—to be exposed to a large variety of ideas at various levels of complexity
- **Organizational Pattern**—learning centers, assignments, and projects available at many levels in a variety of subjects
- **Classroom Strategies**—projects involving problem finding, problem focusing, problem solving, and research skills
- **Possible Problems**—resents being interrupted, perceived as too serious, dislike of routine and drill

Accelerated Pace of Thought Processes

- **Need**—to be exposed to ideas, content, subject matter, at a pace appropriate to an individual pace of learning
- **Organizational Pattern**—individualized curriculum, advanced placement, early entry, off grade classes, cluster grouping
- **Classroom Strategies**—acceleration, self-pacing
- **Possible Problems**—frustration with inactivity and the absence of progress

Flexible Thought Processes

- **Need**—to be allowed to approach problems and learning in diverse ways
- **Organizational Pattern**—lesson plans

- **Classroom Strategies**—teacher acceptance of flexible thinking, unusual products, open ended assignments, opportunities to do things in different ways, varied instruction
- **Possible Problems**—seen as disruptive or disrespectful to authority and traditions or to the idea of a single right answer

Creative: (synthesizes, delays closure, sees unusual and diverse relationships, generates original ideas and solution)

- **Need**—to be allowed: to have incubation time, delay closure, “mess around” with materials and ideas, to have creative thinking training
- **Organizational Pattern**—flexibility in deadlines and assignments, individual conferences, integrated curriculum over a large block of time
- **Classroom Strategies**—individual deadlines, continuous progress assessment, present complex problems without one right answer, a classroom atmosphere (teacher acceptance) of respect for unusual ideas, provide time for thinking and reflection, unstructured periods of time for exploring materials and ideas, problem-solving activities
- **Possible Problems**—frustration, being considered “off the subject,” considered odd or weird by others, difficulty with conformity, may be penalized for “not following directions,” may deal with rejection by becoming rebellious

Ability to Think in Abstract Terms and Form Concepts

- **Need**—to be exposed to abstractions, to form generalizations, to use and design conceptual frameworks, to seek order and consistency, to develop a tolerance for ambiguity
- **Organizational Pattern**—individual contracts, learning centers, access to the community, small group work, an opportunity to spend time with experts in the students’ areas of interest
- **Classroom Strategies**—inquiry skills, opportunities to analyze their own learning, communication, and decision making, individualized projects, integrated curriculum, simulations
- **Possible Problems**—rejection or omission of detail, questions other’s generalizations including teachers, frustration with other student’s lack of ability to understand concepts or generalizations

An Evaluative Approach to Others and Themselves

- **Need**—to be exposed to people of varying abilities and talents, to set realistic short-term goals, to develop skills in data evaluation using criteria, to develop skills in decision making and problem solving
- **Organizational Pattern**—flexible grouping, individualized learning
- **Classroom Strategies**—self-evaluation and cooperative evaluation experiences, experience and practice in goal setting and evaluation, experience and practice in decision making and problem solving

- **Possible Problems**—perceived as elitist, conceited, superior, too critical, becoming discouraged from self-criticism, timid, won't try new areas, fear of failure, seen as too demanding, compulsive, friends can't live up to gifted student's standards, intolerant of students of lesser abilities

Persistent Goal-Directed Behavior

- **Need**—to pursue interests beyond the allotted time, to set and evaluate priorities
- **Organizational Pattern**—flexible scheduling, individualized instruction
- **Classroom Strategies**—self-selected projects, developing interests
- **Possible Problems**—perceived as stubborn, willful, uncooperative

Large Accumulation of Information about Emotions that Has Not Been Brought to Awareness

- **Need**—to process the emotional meaning of experience, to become aware of emotions of self and others
- **Organizational Pattern**—learning centers, individual activities, small discussion groups, whole class discussion
- **Classroom Strategies**—task cards and group discussion about emotions and feelings, awareness exercises
- **Possible Problems**—vulnerable to criticism of others, high level of need for success and recognition, perfectionism

Keen Sense of Humor (gentle or hostile)

- **Need**—to learn how one's behavior affects the feelings of others
- **Organizational Pattern**—whole class and group discussions
- **Classroom Strategies**—exercises and activities that help students understand humor
- **Possible Problems**—use of humor for critical attack upon others resulting in damage to interpersonal relationships

Selected Portions of Title 92 Nebraska Department of Education

Rule 51: Regulations and Standards For Special Education Programs

003 Definition of Terms

- 01 Adjusted average per pupil cost of the preceding year shall mean the amount computed by dividing the total instructional expenditure, excluding special education expenditures, by the preceding year's average daily membership as reported in the annual finance report. The costs of sectarian instruction shall not be included in determining the adjusted average per pupil cost of the preceding year and the computation shall be subject to audit by appropriate state agencies. (See 92 NAC 51011.)
- 02 Agency contracting for services coordination shall mean the agency identified by each regional interagency planning team which assumes the responsibility to deliver the entitlement of services coordination in the region through a contract with the Department of Social Services.
- 03 Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.
- 04 Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device. The term includes the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by a child with a disability; selecting designing, fitting, customizing, adapting, applying, retaining, repairing or replacing of assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; training or technical assistance for a child with a disability, or if appropriate, that child's family; and training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the individual with a disability.
- 05 Below age five shall mean those children who have not reached their fifth birthday on or before October 15 of the current school year.
- 06 Caseload shall mean the number of students with verified disabilities served by any one professional staff member at a point in time.
- 07 Categorical program shall mean a special education program setting in which services are provided to children with the same disability.

- 08 Children with disabilities shall mean those children who have been verified by a multidisciplinary evaluation team as per 92 NAC 51 006 as children with autism, behavior disorders, deaf blindness, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services. The terms used in this definition are defined as follows:
- 08A Autism shall mean a developmental disability which significantly affects verbal and nonverbal communication and social interaction, generally evident before the age of three, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not include children with characteristics of the disability category “behavioral disorder.”
- 08B Behavioral disorders shall mean:
- 08B1 A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects the child's educational performance or, in the case of children below age five, development;
- 08B1a An inability to learn which cannot be explained by intellectual, sensory, or health factors;
- 08B1b An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- 08B1c Inappropriate types of behavior or feelings under normal circumstances;
- 08B1d A general pervasive mood of unhappiness or depression; or
- 08B1e A tendency to develop physical symptoms or fears associated with personal or school problems.
- 08B2 The term includes children with schizophrenia. The term does not include children with social maladjustments, unless it is determined that they have behavioral disorders. This term parallels the federal definition of seriously emotionally disturbed.
- 08C Deaf blindness shall mean concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or blindness.
- 08D Hearing impairments shall mean a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without

amplification, which adversely affects development or educational performance. Hearing impairments shall also mean a hearing impairment, whether permanent or fluctuating, which adversely affects a child's development or educational performance. This term parallels the state and federal definitions of hearing impairments including deafness.

- 08E Mental handicap shall mean significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's development or educational performance.
- 08F Multiple disabilities shall mean concomitant impairments (such as mental handicap visual impairment, mental handicap orthopedic impairment, etc., the combination of which causes such severe developmental or educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include children with deaf blindness.
- 08G Orthopedic impairments shall mean a severe orthopedic impairment which adversely affects a child's development or educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.
- 08H Other health impairments shall mean:
 - 08H1 Having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's development or educational performance.
- 08I Specific learning disability shall mean a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor disabilities; of mental handicaps; of behavioral disorders; or of environmental, cultural, or economic disadvantage.
- 08J Speech language impairments shall mean a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's development or educational performance.
- 08K Traumatic brain injury shall mean an injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term includes open or closed head injuries resulting in impairments in one or more areas, including cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem

solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

- 08L Visual impairment shall mean a visual impairment which, even with correction, adversely affects a child's development or educational performance. The term includes both partially seeing and blind.
- 09 Complaint shall mean a written statement, submitted to the Department of Education, Special Education Office, alleging a specific violation of state and federal rules and regulations by a school district or service agency.
- 10 Consent shall mean that the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; that the parent understands and agrees in writing to the proposed activity; that the consent includes a description of the proposed activity and a list of records (if any) which will be released and to whom they will be released and the parent understands that the granting of consent is voluntary and may be revoked at any time.
- 11 Cooperative shall mean two or more school districts or an Educational Service Unit approved by the Department of Education to jointly perform special education functions, including receipt of special education payments.
- 12 Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- 13 Developmental delay for infants and toddlers shall mean any of the disability classifications or conditions specified in 92 NAC 51 006.
- 14 Early childhood special education (ECSE) programs shall mean special education programs and related services designed to serve children with verified disabilities below age five.
- 15 Education records means those records that are directly related to a student which are maintained by an educational agency or institution or by a party acting for the agency or institution. This term parallels the definition contained in the regulations implementing the Family Rights and Privacy Act of 1974.
- 16 Evaluation shall mean procedures used to assist in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term means procedures used selectively with an individual child and does not include basic tests administered to or procedures used with all children in a school, grade, or class.
- 17 Excess cost shall mean the difference between: (1) the total allowable cost of the special education programs excluding residential care, and (2) the number of students (full time equivalency) in the special education program multiplied by the adjusted average per pupil cost of the resident school district of each child for the preceding year.

- 18 Free appropriate public education shall mean special education and related services which are provided at public expense, under public supervision and direction, at no cost to parents and in conformity with an individual education program or individualized family service plan which meets the requirements of 92 NAC 51 007, which meets the standards of the state, including the requirements of this rule and includes birth to age five, elementary or secondary school education.
- 19 Full time equivalency (FTE) shall mean the amount of time an individual staff member spends in his or her position assignment as it relates to the total time in the work week defined for that position by each district.
- 20 Independent educational evaluation shall mean an evaluation conducted by a qualified professional who is not employed by the school district responsible for the education of the child in question.
- 21 Individual education program (IEP) shall mean a written statement for a child with verified disabilities that is developed and implemented in accordance with 92 NAC 51007.
- 22 Individual Family Service Plan (IFSP) shall mean a written plan for providing early intervention services to a child with a disability age birth through age two and the child's family that is developed and implemented in accordance with 92 NAC 51 007.
- 23 Infant or toddler with disabilities shall mean a child, two years of age or younger, who experiences developmental delays in one of the following areas: cognitive development, physical development (including vision and hearing); communication development; social or emotional development; or adaptive development. Toddlers who reach age three during the school year shall remain eligible throughout that school year.
- 24 Level I special education support services shall mean special education services provided to students who require an aggregate of not more than three (3) hours of such services per week. Level I special education support services may be provided for or contracted for and shall include all administrative, diagnostic, consultative, and vocational adjustment counselor services. Administration, diagnostic services, and special education staff consultation with other staff shall not be included in the computation of hours of services provided to a student each week.
- 25 Level I and Level II Combination Special Education Services shall mean those special education programs which serve both Level I and Level II students in a combined program.
- 26 Level II Special Education Services shall mean those special education and related services which are provided outside of the regular class program for a period of time exceeding an aggregate of three hours per week.
- 27 Level III Special Education Contractual Services shall mean those special education and related services provided in an educational setting not operated by the resident school district whose rates are approved by the Department of Education. This shall mean special education and related services provided for a period of time exceeding an aggregate of three hours per week.

- 28 Life support equipment shall mean equipment used to maintain or sustain life functions.
- 29 Multi categorical program shall mean a special education program setting which provides services to any combination of categories of students with disabilities.
- 30 Multidisciplinary evaluation team (MDT) shall mean a group of persons whose responsibility is to evaluate the abilities and needs of a child referred for evaluation and to determine whether or not the child meets the eligibility criteria in 92 NAC 51 006.
- 31 Notice shall mean written information provided to the parent of a child with disabilities before the school district proposes or refuses to initiate or change identification, evaluation, or educational placement of a child or the provision of a free appropriate public education.
- 32 Paraeducator shall mean an individual who serves under the supervision of certificated or licensed staff member as an assistant in the educational process or residential care staff under the supervision of certificated staff and defined in 92 NAC 51 010.
- 33 Parent shall mean a parent, a guardian, a person acting as a parent of a child, or a surrogate parent who has been appointed for a child with disabilities. The term does not include the state if the child is a ward of the state.
- 34 Person acting as a parent shall mean a person acting in the place of a parent, such as a grandparent or stepparent with whom a child lives, as well as persons who are legally responsible for a child's welfare.
- 35 Personal equipment and supplies shall mean items necessary for daily life activities occurring outside the requirement of the IEP or IFSP which are generally expected to be the responsibility of parents.
- 36 Personally identifiable means that information includes the name of the child, the child's parent or other family member; the address of the child; a personal identifier such as the child's social security number or student number, or a list of personal characteristics or other information which would make it possible to identify the child with reasonable certainty.
- 37 Program variance shall mean the discrepancy that exists when the number of children assigned to professional staff member deviates from the approved number of children stated in 92 NAC 51 005.
- 38 Referral shall mean the submission of a request for an individual evaluation of a child suspected of having a disability.
- 39 Related services shall mean transportation and such corrective developmental, and other supportive services as required to assist a child with a disability to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

- 40 Residential care shall mean food and lodging and any other related expenses which are not part of the education program, but such care shall not include expenditures for medical or dental services. (See 92 NAC 53.)
- 41 School age programs shall mean special education programs and related services designed to serve children with verified disabilities from age five to age twenty one. Children who have reached their fifth birthday prior to October 15 shall be considered school age.
- 42 Service agency shall mean the school district, educational service unit, local or regional office of mental retardation or some combination thereof, or such other agency approved by the Department of Education as may provide a special education program including an institution not wholly owned or controlled by the state or a political subdivision.
- 43 Services coordination shall mean a flexible, individualized process of interaction facilitated by a services coordinator to assist a family of an eligible infant or toddler with disabilities within a community to identify and meet the child's and family's needs through coordination of informal and formal supports.
- 44 Service provider shall mean an individual or service agency, excluding a school district or approved cooperative, provisionally approved by the Department of Education.
- 45 Special education shall mean specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a verified disability, including classroom instruction, instruction in physical education, home instruction and instruction in hospitals and institutions. The term includes speech pathology, occupational therapy and physical therapy if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.
- 46 Student assistance team (SAT) shall mean a group of persons utilizing problem solving and intervention strategies to assist the teacher(s) in the provision of general education.
- 47 Surrogate parent shall mean an individual appointed by the school district to act in place of a parent in safeguarding a child's rights in the special education decision making process.
- 48 Transition services means a coordinated set of activities for a student, beginning no later than age 16 or younger, if appropriate, designed within an outcome oriented process, that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing or adult education, adult services, independent living, or community participation.
- 49 Ward of any court shall mean any minor child who, by virtue of a court order entered by a court of competent jurisdiction, has been adjudicated to be a ward of the court.
- 50 Ward of the state shall mean any minor child who, by virtue of a court order, entered by a court of competent jurisdiction, has been adjudicated to be a ward of the state.